

St JOSEPH'S COLLEGE

division of
general studies
1983-84 catalogue

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**division of
general studies
1983-84 catalogue**

Brooklyn Campus
212-622-4690

Suffolk Campus
516-654-3200, Ext. 135

TABLE OF CONTENTS

The College	3
Admissions and Finances	7
Academic Life	20
Curricular Offerings	27
Maps	55
Registers	57
Index	67

Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.

THE COLLEGE

AIMS OF ST. JOSEPH'S COLLEGE

St. Joseph's College, as an independent, liberal arts, coeducational college, seeks to create a free atmosphere in which students and faculty together can investigate the major areas of human knowledge as the bases for a more effective participation in the contemporary world.

The College attempts to realize this general philosophy by attaining a number of specific objectives. Among these are the following:

- to affirm the dignity, freedom, and ultimate value of the human person.

- to provide an atmosphere for open dialogue, individual attention, innovative teaching, and creative experimentation.

- to inspire in students a spirit of inquiry and the joy of learning as an ongoing part of their lives.

- to prepare students for their life work by providing the necessary professional and preprofessional training.

- to provide effective academic programs to adults with diversified professional or educational backgrounds.

- to educate students to an awareness of personal responsibility for an intelligent and critical participation in the local and world-wide community.

- to utilize institutional resources effectively through cooperative ventures with other institutions of higher learning in the metropolitan and regional areas.

HISTORY

Chartered by the Regents of the University of the State of New York on February 24, 1916, St. Joseph's College for Women, as it was then known, held its first classes at 286 Washington Avenue, located in the Clinton Hill section of Brooklyn. Two years later, having outgrown its original facility, the College moved to its present site at 245 Clinton Avenue. In recognition of its evident success, stability and soundness of program, the Regents granted St. Joseph's College an absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, Dean of the College, and later its President, guided its growth during the significant years that followed. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Maintaining high standards of academic excellence, professional competence and a notable spirit of community service, the College drew increasing numbers of young women. Having pioneered in the study of Child Development, St. Joseph's opened a laboratory pre-school in 1934.

Sister Vincent Therese Tuohy assumed the presidency in 1956. Under her leadership, the long term development program for the College was concretized in the erection of two facilities. McEntegart Hall, a multi-functional building housing the library and classrooms, was opened in 1965; the Dillon Child Study Center followed in 1968.

Sister George Aquin O'Connor was elected President and assumed responsibility on July 1, 1970. A Charter amendment changed the name to St. Joseph's College, New York and enabled the College to admit the first men students to full matriculation. On February 2, 1971, St. Joseph's College inaugurated an extension program in the collegiate center formerly known as Brentwood College, and moved to develop a degree program in Brentwood oriented to the third and fourth years of college. This Upper Division baccalaureate program opened in September, 1972, and the Board of Regents of the State of New York authorized St. Joseph's College to join C.W. Post Center, L.I.U., in a Coordinate Campus program, the first such pattern adopted in the State. In 1976 on petition of the Trustees, this Suffolk County operation was authorized by the Regents to operate as a branch campus of St. Joseph's College. In 1978 St. Joseph's College expanded its operation at the Suffolk Branch Campus to a full four-year program, and in 1979 moved to a new twenty-five acre lake-side campus in Patchogue.

A continuing education program, which during many years had provided courses for adults on a non-matriculated basis, in the early 1970's developed a more clearly defined program for non-traditional and/or career oriented adults interested in earning a degree. In April 1974, the College registered with the New York State Education Department the Bachelor of Science in General Studies. This program and additional programs designed for adult professionals are administered by the Division of General Studies, with courses offered in Brooklyn, at the Suffolk Branch, and at the extension sites.

LOCATION

The main campus is located in the residential Clinton Hill section of Brooklyn. St. Joseph's College, an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, the students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or Shea Stadium.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. As a member of the Brooklyn Educational and Cultural Alliance, which links these communities, St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum.

The Suffolk Campus of St. Joseph's College is located in Patchogue on Roe Boulevard. It is bounded on the north by Sunrise Highway and on the west by Waverly Avenue. It is easily accessible from the south shore locations via Southern State, Sunrise Highway, and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road, or Route 112.

In addition to the Brooklyn and Suffolk campuses, the College has extension sites located in Manhattan, Nassau, and Suffolk. These have been established to make a portion of students' coursework available in convenient locations. More information on these can be obtained by consulting the schedule of courses prepared prior to each semester.

ACCREDITATION AND MEMBERSHIPS

Accreditation

The College is accredited by the following:

Commission on Higher Education, Middle States Association of Colleges and Schools

University of the State of New York, State Education Department

Membership

The College is a member of the following:

American Council on Education

Association of American Colleges

Association of Colleges and Universities of the State of New York

Brooklyn Educational and Cultural Alliance
College Entrance Examination Board
Commission on Independent Colleges and Universities, State of
New York
Long Island Regional Advisory Council on Higher Education
National Association of Independent Colleges and Universities
National Catholic Educational Association

ACADEMIC CALENDAR

Classes for the academic year 1983-84 will begin on September 7. To accommodate the needs of the adult population, courses are scheduled in varying patterns—days, evenings, and weekends—including fourteen or fifteen-week weekday sessions, and six-week and twelve-week Saturday sessions. These are available for Fall and Spring semesters, with a variation of the pattern during the Summer. Students should consult the schedule of classes each semester for specific class meeting times and dates.

ADMISSIONS AND FINANCES

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, sex, national and ethnic origin, age, handicap or marital status in its educational programs, admissions policies, employment policies, financial aid, or other school administered programs. This policy is implemented in compliance with Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.

ADMISSION REQUIREMENTS

An applicant wishing to pursue a degree within the Division of General Studies must be an adult with a high school diploma or its equivalent and be deemed capable of completing the requirements for the degree. Additional requirements for majors or certificate programs are indicated in the ***Curricular Offerings*** section of this catalogue.

APPLICATION PROCEDURE

The application procedure begins when the applicant submits evidence of the high school diploma or equivalent and meets with a Division admissions counselor at either the Brooklyn or Suffolk Campus. During this meeting, the applicant will discuss the program with the counselor and complete an application form.

As part of the admissions procedure, the applicant will complete a brief writing exercise at the College and have it evaluated by a writing instructor. Based on the applicant's prior training and experience, the applicant's writing ability, and the admissions interview, the counselor will make the decision regarding admittance to a degree or certificate program. The counselor will also plan a program suitable to the educational needs and goals of the applicant.

An applicant may be provisionally accepted pending receipt of official records of prior education. Such a person may enroll in up to 18 credit hours of coursework. Only after all official records have been received and evaluated will the admissions process be complete and the student fully admitted.

When evidence of a high school diploma or its equivalent does not appear on transfer credit documentation, it will be necessary for the student to submit such evidence in order to be fully admitted.

Conditional Acceptance

An applicant who has satisfied the requirements for admission and is deemed capable of college-level coursework but needs academic skill development is accepted on a "conditional" basis. A person in this category is permitted to register for no more than 6 hours of coursework, as directed by the admissions counselor. Upon satisfactory completion of the specified courses, the student will meet with an advisor to plan additional coursework as determined by that advisor.

Non-Matriculated Status

A person may opt to enroll in a limited number of courses for personal or professional enrichment as a non-matriculated student and may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described above.

INTERNATIONAL STUDENTS

Admission to St. Joseph's College is contingent upon acquisition of a valid student visa (F-1) from the United States Immigration and Naturalization Service.

TRANSFER CREDIT

The College recognizes that adults beginning the baccalaureate degree oftentimes bring with them knowledge and skills acquired through a variety of modes, including college coursework, professional training and experience, certified diploma programs, and military training. The College makes available to students the opportunity to receive credit for what they have already learned, provided that such learning experiences are applicable to students' programs, and that skills and knowledge can be validated.

Credits for Collegiate Coursework

The College provides for the transfer of up to 96 credit hours from approved, collegiate institutions.

College Proficiency Examinations

Students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examinations sponsored by:

1. CLEP—The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541).
2. CPEP—The New York State Education Department's College Proficiency Examination Program (College Proficiency Examination Program, State Education Department, Cultural Education Center, Albany, New York 12230).
3. USAFI-DANTES—United States Armed Forces Institute Defense Activity for Non-Traditional Education Support (Commission on Accreditation of Service Experience of the American Council on Education, One Dupont Circle, Washington, D.C. 20036).

Credits for Non-Collegiate Coursework

The maximum number of credits accepted toward the baccalaureate degree for work completed in settings other than accredited collegiate institutions is 82 hours, including life experience credit.

1. The Division provides for the transfer of credits for individuals who have completed New York State recognized professional training programs, where such programs are at the collegiate level.
2. The Division provides for the awarding of college credit as per the *Guide to the Evaluation of Educational Experience in the Armed Services*, the *Guide to Educational Programs in Non-Collegiate Organizations*, and the *National Guide to Educational Credit for Training Programs*.

General Limitations on Transfer Credit

1. The Division does not accept transfer credit earned from duplicative coursework or proficiencies.
2. Credit earned in remedial coursework or at a pre-collegiate level is not accepted for transfer credit.
3. Grades from other institutions are not computed in the grade-point average.

Procedure for Requesting Transfer Credit

Students wishing to receive credit for prior educational experience should contact an advisor to find out which transfer credit documentation is necessary; e.g., official transcripts, college proficiency test results, copies of military training records (DD form 214 and in-service training records), copies of professional certificates, etc. Official copies of the relevant documents must be sent directly from the institutions/ agencies to the St. Joseph's College campus where students made initial application.

Transfer credit evaluations are not made until after students submit an application and are admitted at least provisionally.

LIFE EXPERIENCE CREDIT

General Studies students with extensive and varied experiential learning backgrounds may participate in the Life Experience Program, which gives students the opportunity to apply for credit for previous learning experience, including continuing education training. Validated learning, not the experience alone, is the basis for awarding credit. It should be noted that the Division of General Studies does not award credit for "having lived," but rather for having mastered, through professional, creative, volunteer, or other experience, material comparable to that covered in actual courses offered at the college level. Application for this program may not be made prior to full matriculation or during students' last semester. Students who

have received the maximum number of transfer credits may take the Life Experience and Career Development Seminar but may not apply for life experience credit. The maximum life experience credit to be awarded is 27 credit hours.

The Life Experience and Career Development Seminar is required of all students seeking life experience credits. The Seminar, for which a grade of pass or fail is awarded, is a mentored course designed to facilitate the assessment of life experience for the purpose of developing an experiential learning portfolio. In part, the Seminar consists of individualized exercises designed to identify acquired skills and competencies, and culminates in relating these to coursework as well as to career goals.

An integral part of the Seminar is the validation process, which consists of assembling all relevant documents into a life experience portfolio under the supervision of a qualified mentor, who is a member of the Life Experience Evaluation Committee. Completed portfolios are submitted during the last class of the semester in which the Seminar is offered. They are then directed by the Life Experience Coordinator to appropriate faculty members, who make a credit award. Notification is sent to students by the Registrar prior to the conclusion of the next regular semester.

Since students applying for life experience credit work closely under the tutelage of a mentor well versed in life experience evaluation, the likelihood of an appeal for reconsideration of the credits awarded is greatly reduced. In the event, however, that such a request is made, the Life Experience Coordinator will refer the portfolio to a faculty member not involved in the original award decision; that person will review and make recommendations on any credits in question.

Students seeking life experience credit are required to take the Life Experience and Career Development Seminar at the prevailing per credit charge.

In addition, students are required to cover the cost associated with evaluation of their portfolios. A fee of \$100 is charged at the time credit awards are made. When the Registrar notifies students of the credit awards, the students must then return a signed statement and a check for \$100, signifying that they accept the credit award.

Life experience credit awards may be applied only to the unrestricted elective portion of the curriculum.

STATEMENT OF COSTS

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

Annual Tuition and Fees

Tuition	\$105 per credit
College fee	
1-8 credits	3 per credit
9 or more credits	25 per semester
Mandated accident insurance fee	5 per semester

Special Fees

Laboratory fee	\$ 20—50 per course
(Bio., Chem., Computer; consult office for specific fee)	
Graduation fee	60 + cap/gown fee
Late registration fee	25
Make-up examination fee	25
Change of program fee (each form)	20
Transcript fee	3
Parking fee (Suffolk Campus)	5 per semester
Identification card fee	4
Fee for checks returned by bank	25

TUITION POLICY

Students accepted for admission must make a tuition deposit of \$100 prior to registration. The deposit is not refundable, but it will be credited toward the first term's tuition.

Tuition is to be paid in full prior to the start of class. Any exception to this procedure must be arranged in person in the Business Office and confirmed by a written agreement prior to the dates set for tuition payment.

Students who fail to comply with these regulations will be subject to suspension until the requirements are met.

Neither a transcript nor a degree will be issued until all financial obligations have been settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

All requests for a withdrawal and/or refund must be made in writing on a change of program form, which may be secured from the office. Ordinarily, withdrawal may take place up to the midpoint of the term. However, refunds may be obtained only through the fifth calendar week for weekday classes and through the second class for weekend sessions. In the absence of written notification, the date of withdrawal is determined by the Dean.

Withdrawal from the College may entitle a student to a refund of tuition but not of fees.

The percentage of refund in all cases will be determined according to the following schedule:

Weekday Classes

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to Beginning of Term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%
Within Fifth Calendar Week	20%
After Fifth Calendar Week	No refund

Saturday Six-Week Session

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to First Session	100%
After First Session	80%
After Second Session	20%
After Third Session	No refund

The rate of refund for any unique class scheduling configuration is prorated according to the above refund schedule.

GRADUATION

Students who expect to satisfy the requirements for the B.S. degree by February 1984 and who wish to receive their diploma at that time must file an application for graduation by July 15, 1983. Since the commencement ceremony is held only in June, such students may receive their diploma in February and attend the June ceremony if they wish. They should indicate this intention on their application for graduation.

Students who expect to satisfy the requirements for the B.S. degree by the June 1984 commencement date must file by October 15, 1983.

All students filing for graduation must have a total of 128 credits, at least 60 of which must be in the liberal arts.

FINANCIAL AID

Application Instructions

All matriculating students, including transfer students, may apply for financial aid. Consideration for financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

1. Students wishing to apply for Pell Grant (previously known as BEOG—Basic Educational Opportunity Grant) and/or NYS Tuition Assistance Program should consult the appropriate application forms for filing dates.
2. Students wishing consideration for St. Joseph's College Division of General Studies Grant should file, each year, the Financial Aid Form designating St. Joseph's College as recipient. Fall entering students and continuing students should file by June 1 for the coming academic year. Spring entering students should file by November 15. Priority will be given to students who adhere to filing dates.
3. Students wishing consideration for a National Direct Student Loan, Supplemental Educational Opportunity Grant, or College Work Study Program should file, each year, the Financial Aid Form with College Scholarship Service, Box 2700, Princeton, New Jersey 08541, designating St. Joseph's College as recipient. Fall entering students should file by February 25 for the coming academic year; Spring entering students by November 15 for the second semester of the coming academic year. Continuing students should file by April 30. Priority will be given to students who adhere to filing dates.

Student Aid Recipients: Rights and Responsibilities

Students who receive financial aid are responsible for finding out the number of credits they must carry/complete each term and the academic standards they must meet and maintain to be eligible for these programs. Students are expected to maintain satisfactory academic progress and be making normal progress toward the completion of degree requirements. Consult current regulations.

Students who receive any federal or state educational funds must attest that the use of these funds will be for education and educationally-related expenses. It is the student's responsibility to notify the Financial Aid Office, in writing, of the amounts and sources of any outside aid the student might receive (i.e., tuition reimbursement, private scholarship, etc.). Eligibility for various programs may be affected by a student's previous loan default and/or repayment owed to Pell Grant/BEOG, SEOG, etc. Upon request, federal and/or state tax forms must be presented for validation purposes.

Transfer students must also have a Financial Aid transcript sent to St. Joseph's from each previous college attended. This is a federal government requirement even if the student did not receive aid from the prior school(s). A student who transfers from one college to another should check with the financial aid office at the new college as financial aid is not automatically transferred.

Any student may request and receive an explanation of how his/her financial aid or refusal of it was determined. Most financial aid awards are based upon financial need as determined by a uniform methodology of need analysis approved by the U.S. Department of Education. There is, however, a distinction between eligibility for financial aid and availability of funds. Federal regulations mandate that the neediest students must be considered for financial aid first.

Student Aid Refunds

Students who withdraw from the College may have to refund a portion of their financial aid back to the program from which it came. This includes students who receive financial aid for personal expenses and who withdraw during the semester. Such students will owe a prorated refund to the fund(s) which generated the personal expense monies for the period they were not enrolled.

The order in which such monies are returned to the fund is: Supplemental Educational Opportunity Grant, Pell Grant/BEOG, National Direct Student Loan, and institutional aid. In the event the student has a Guaranteed Student Loan, the lending institution will be notified of the date of withdrawal.

Student Expenses

In order to aid in financial planning, the Financial Aid Office has provided the following table of estimated costs per academic year at St. Joseph's College. All costs subject to change.

1983-84 Annual Student Budget	
<i>Tuition and Fees, Division of General Studies</i>	
Tuition	\$105 per credit
College Fee	
1-8 credits	3 per credit
9 or more	25 per semester
Mandatory	
Insurance Fee	5 per semester

Typical Commuter Dependent Student Budget

"Living at Home"	\$ 1100
Books and Supplies	200
Personal Expenses	590
Transportation	
Brooklyn	400
Suffolk Campus	920

Typical Commuter Independent Student Budget

"Living at Home"	\$ 3810
Books and Supplies	200
Personal Expenses	790
Transportation	
Brooklyn	400
Suffolk Campus	920

St. Joseph's College Division of General Studies Grants

St. Joseph's College offers a limited number of partial-tuition grants to full-time, matriculated, Division of General Studies students. Grant amounts vary according to financial need and available funds. Award determination is made by the Financial Aid Office. Priority will be given to students who adhere to filing dates.

To be considered, the student must submit (each year) a Financial Aid Form (FAF). These students should also apply for BEOG/Pell Grant and TAP. Division of General Studies Grants will be offered for regular Fall and Spring semesters only. Yearly application is required. Financial Aid Forms are available in the Financial Aid Office.

New York State Financial Assistance

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet promptly each application deadline. To receive payment under state student financial aid programs, students must maintain good academic standing. A student who fails to maintain good academic standing (i.e., pursuit of program and satisfactory academic progress) is eligible to apply for a one-time waiver. Consult the Registrar for details.

Tuition Assistance Program (TAP)

Full-time matriculated students who have been residents of New York State for a year may be eligible to receive tuition assistance of \$250 to \$2200 depending upon the family's net taxable income, the number of full-time college students in the family, and eligibility for varying schedules. Annual application is required.

Regents College Scholarships for Undergraduates

Candidates should seek directions from their high school principal and/or guidance counselor for this \$250 per year award.

Child of Veteran Award

Applications may be obtained from high school guidance counselors or by writing to the Corporation. The award is \$450 per year.

Child of Deceased Police Officers or Firefighters Award

Applications may be requested from the NYS Higher Education Services Corporation. The award is \$450 per year.

State Loans

Guaranteed Student Loans (GSL)

Students may borrow up to \$2,500 a year up to a total of \$12,500 for undergraduate study. The current rate of interest is 9% for new borrowers. Student loans are currently subsidized by the federal government. Currently no repayment or interest accrues until 6 months after leaving school. Currently a financial needs test must be completed.

Auxiliary Loans to Assist Students (ALAS)

Independent undergraduate students can borrow up to \$2,500 per year and \$12,500 in total. However, these limits include any Guaranteed Student Loans. While enrolled full-time, students do not have to make payments on the loan principal but must pay the interest. The interest rate is currently 12%, but can vary.

Parent Loans for Undergraduate Students (PLUS)

Parents may borrow up to \$3,000 per year for each financially dependent student. The total for each child is \$15,000. The amount borrowed in any year cannot exceed educational costs, taking into account all other financial aid received. Repayment begins within 60 days. The maximum repayment period is 10 years. The interest rate is currently 12%, but can vary.

GSL, ALAS, and PLUS applications are available from a bank, savings and loan association, credit union, or pension and welfare fund.

Information on all the above may be obtained by writing to the New York State Higher Education Services Corporation, Albany, New York 12255

Tuition Deduction, and the Parents' and Students' Savings Plan (PASS)

New York State resident parents (and others who pay the tuition of dependent, full-time students) may take a deduction for part of this tuition payment for State and City income tax purposes. Resident parents may also deduct amounts equivalent to payments into a qualified higher education fund. In both cases deductions are from federal adjusted gross income. For further information parents should contact: Department of Taxation & Finance, Taxpayer Assistance Bureau, Building 9, State Campus, Albany, N.Y. 12227.

Rehabilitation

Students who suffer from a chronic illness or emotional problem or who are physically disabled may be eligible for a grant which would help cover tuition and book fees. Contact the Office of Vocational Rehabilitation, New York State Education Department, Albany, New York 12230.

New York State Post Secondary Education Fund for Native American Students

Further information is available from: Native American Education Unit, New York State Education Department, Albany, New York 12230.

Federal Programs

Pell Grants (previously BEOG — Basic Educational Opportunity Grants)

These grants, authorized under the 1972 Higher Education Act, are to be funded by the federal government and will provide grants to students of up to \$1800 for each undergraduate year. The grants will not exceed the difference between the amount a student and his/her family can be expected to contribute and the total expenses of attending college.

Supplemental Educational Opportunity Grants

The College participates in this federal program authorized under Title IV of the Higher Education Act of 1964. Grants ranging in amounts from \$200 to \$2000 a year are awarded to students with great financial need in order to help them defray college expenses.

College Work-Study Program

St. Joseph's College is a participant in this federal program authorized in the Economic Opportunity Act of 1964. This program provides part-time employment on campus for students with great financial need in order to help them defray college expenses.

National Direct Student Loans

St. Joseph's College is a participant in the National Direct Student Loan Program established under Title II of the National Defense Education Act of 1958 (P.L. 85-864). This program provides loans for students who demonstrate financial need. Loans range between \$200—\$1,500. Maximum is \$6,000 as an undergraduate. Repayment of principal and 5% interest starts 6 months after leaving school. Students may possibly qualify for postponement or cancellation benefits.

Social Security Assistance

Federal Social Security benefits may be available for students whose parents are deceased, disabled, or retired. Application is made directly to students' local Social Security office.

Supplemental Security Income (S.S.I.)

S.S.I. may be available for students who themselves are disabled. Further information is available from students' local Social Security office.

Federal Scholarship for American Indians

Further information is available from the United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton Street, Syracuse, N.Y. 13260.

Other Federal Student Financial Aid Programs

A large number of special-purpose federal programs exist. The most authoritative reference for additional information is: Catalog of Federal Domestic Assistance, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Veterans Information

Veterans and Children of Deceased Veterans

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college-level education programs for veterans under federal and state laws. Veterans and children of veterans who qualify and who wish to pursue a course of study must present a certificate for Education and Training.

Information concerning these programs may be obtained by contacting the Veterans Administration Office, 252 Seventh Avenue, New York, N.Y. 10001.

ACADEMIC LIFE

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

Division of General Studies

The College provides the following opportunities for adults with diversified professional and personal orientations to pursue college degree programs. These programs are administered by the the Division of General Studies.

BACHELOR OF SCIENCE in Community Health, Health Administration, and General Studies.

Students applying for the B.S. in Community Health or Health Administration must satisfy the requirements of the core curriculum and major (outlined below) and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

The B.S. in General Studies provides an opportunity for students with non-traditional academic backgrounds as well as those who have an Associate degree to pursue a flexible course of study. Of the 128 credits required for the degree, at least 60 must be in the liberal arts.

Personalized advisement is the key to this approach. With the assistance and guidance of a trained advisor, students design a program around their strengths, experiences, and aspirations, drawing from the various courses of the College. Of the 128 credits required for the degree, at least 60 must be in liberal arts.

For all degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major.

College of Arts and Sciences

BACHELOR OF ARTS in Biology, Chemistry, Child Study, English, French, History, Mathematics, Psychology, Social Science, Spanish, Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification. (Bachelor of Arts in Human Relations is offered at the Suffolk Campus.)

BACHELOR OF SCIENCE in Biology, Chemistry, and Mathematics. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. At present, this program is offered only at the Suffolk Campus.

For details concerning these programs, which are open to all qualified students, consult the catalogues for the College of Arts and Sciences, Brooklyn or Suffolk.

ACADEMIC ADVISEMENT

An integral part of providing a quality educational experience to adults is an academic advisement system that can be responsive to their individual needs. Toward that end the Division requires, as part of the admission procedure, that all students meet with an advisor to plan an academic program. Prior to this meeting, students receive a counseling worksheet that will guide them and their advisors in the preparation of their programs. Students should retain this worksheet and bring it to subsequent advisement meetings. It is recommended that students consult with an advisor once a semester.

ACADEMIC POLICIES

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. The Division maintains attendance records for all students. Because active participation is considered vital to the educational process, faculty members may wish to make classwork and participation a component of the grade in the course. Students who must be absent for an extended period of time are urged, therefore, to contact the individual instructor or the academic advisor concerning classwork, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth which comes through responsible freedom, they have vested all members of the student body with personal responsibility for their attendance.

Faculty members wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

Change of Major

Students who wish to change their major must submit this intent in writing to the Registrar. These requests are reviewed by the Department Chairman or advisor. Students must then meet with an advisor to plan a new program. Change of major should be effected before the period of programming for the following term.

Change of Program

A fee of \$20 is charged for each change of program form, and \$25 for late registration. Students are not permitted to enter a course in a fourteen or a fifteen-week session after the second class meeting (i.e., after two meetings of three hours each), nor to enter a six-week session after the first class session (i.e., after one session of seven and one-half hours).

Withdrawing from Courses

Students who wish to withdraw from a course should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, it may take place only for a most unusual reason and with the approval of the Dean. A fee of \$20 for each form is charged.

Students who do not withdraw officially from a course continue on the class register and must satisfy the requirements of the course. Failure to do so will result in the grade of F.

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should file the appropriate form in the Registrar's office. The decision to allow students to take such courses is made by the Dean in consultation with the Department Chairman or advisor. The College reserves the right to refuse permission or to limit the number of such courses. Upper level students may not take courses at Junior or Community Colleges.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see *Admissions*.)

Academic Standing

The Division of General Studies fully admits for matriculation only those students deemed capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairman of the Department or advisor. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory progress is ordinarily represented by an index of 2.0. Students with indexes below 2.0 are evaluated by the Academic Development Committee. Basing its judgment upon students' potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in the College in good standing, under the guidance of an academic advisor, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that the student is eligible for financial aid. Such students must consult the Registrar to determine their continued eligibility for financial aid.

At the end of each semester the Registrar reviews the record of every student and refers those who have failed to maintain a 2.0 to the Committee. The Committee endeavors to determine the causes of the academic difficulty and recommends adjustments in program for the following term. Students may represent to the Committee, in person or in writing, any relevant circumstances.

Students who, at the end of the semester, have not achieved an index of 2.0 or higher, may not take more than 12 credits the following semester. Although the Committee reviews each case individually, students who continue to achieve below the required index of 2.0 will be advised to withdraw.

Reinstatement

Students asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible retesting, and approval of the Dean.

Students who have been reinstated are responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

Examinations

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Real emergency such as illness is the only excuse for absence from an examination. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Dean, stating the reason for the absence and requesting a make-up exam. A fee of \$25 dollars is required for each examination. By faculty regulation, a special examination may be given no sooner than two months from the date of the originally scheduled examination. The dates for such examinations are listed on the academic calendar; the hours are specified by the Registrar. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

Incompletes

If a faculty member believes that a student, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member may file a form with the Registrar to this effect. It is the responsibility of the student for whom such exception has been made to see that the work is completed so that the faculty member may give the final grade to the Registrar NOT LATER THAN January 31 for the Fall semester, July 1 for the Spring semester, and September 1 for the Summer session.

Grades and Reports

Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the criteria established by the individual faculty member. Grades are interpreted as follows:

<i>Quality</i>	<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>
Excellent	A	93.0-100	4.0
	A-	90.0-92.9	3.7
Good	B+	87.0-89.9	3.3
	B	83.0-86.9	3.0
	B-	80.0-82.9	2.7
Satisfactory	C+	77.0-79.9	2.3
	C	73.0-76.9	2.0
	C-	70.0-72.9	1.7
Passing	D+	67.0-69.9	1.3
	D	63.0-66.9	1.0
	D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60	0.0

Pass/Fail Basis

Pass	P	60-100	—
Pass with honors	PH	Pass (90 or above)	—
Unsatisfactory	U	Below 60	—

Withdrawal from the College

Students who plan to withdraw from the College should consult an advisor and then submit written notification of withdrawal. Without such a statement, students who drop out will be continued on the register and will receive grades of F in all courses. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See *Financial Aid Program*.) It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

HONORS

Dean's Honor List

Students who attain an index of 3.65 after 15 credits of grades are eligible for the Dean's List and must apply in writing to the Registrar by September 22 for the Summer session, February 22 for the Fall semester, or July 22 for the Spring semester. The list is posted on a special bulletin board in the main hall of the College, outside the Dean's Office.

Senior Honors

Students who achieve a cumulative index of 3.67 for the last 30 credits taken at St. Joseph's College will receive Senior Honors.

Distinguished Graduate Award

The Distinguished Graduate Award is given to students who receive a cumulative index of 3.7 for the last 45 credits taken at the College.

In computing the index for each of the above honor categories, the grades from full semesters are used, which may necessitate including more credits than the required minimum of 15, 30, or 45 credits, respectively.

STUDENTS' RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in students' files without the students' written consent. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's office. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the established procedures, available from the Registrar.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by students.

CURRICULAR OFFERINGS

PROGRAMS IN HEALTH CARE FIELDS

The Bachelor of Science degrees in Community Health and Health Administration have been designed to educate health practitioners to be responsive to community needs. Concomitantly, courses in the major programs: (1) meet the individual needs of health professionals with diverse orientations and professional concerns; and (2) promote such generic cognitive capabilities as critical thinking and problem solving, skills that transcend technical professional specializations and provide for continuing development and adaptation.

In addition to having met the general admission requirements of the Division, students typically have postsecondary training and have acquired skills and knowledge through experience. Exceptions to this are made with the approval of the Department Chairman.

Bachelor of Science in Community Health

Anne Jordheim, Ed.D., Chairman

<i>Major Requirements</i>		<i>Credits</i>
CH 415	Community Health	3
CH/HA 430	Issues in the Health Care Delivery System	3
CH 490	Research Seminar in Health	3
Major Electives	(21 credits from Community Health offerings; 9 of these may be taken in Health Administration, related areas, Math 150, or Bus. 122.)	21
<i>Required Core Courses</i>		<i>Credits</i>
CH/HA 401	Problem Solving for Professionals	3
CH/HA 402	Critical Thinking for Professionals	3
CH 403	Community Health and the Liberal Arts	3
ENG 103	Writing for Effective Communication	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

The following courses will be offered during the 1983-84 academic year in the Fall, Spring and/or Summer semesters on both the Brooklyn and the Suffolk Campuses. Consult the semestral schedule of courses for more specific information.

CH 101 CHILD CARE SERVICES

This course explores the history, philosophy, organization, and management of child care services. Special focus is placed on day care, foster care, placement institutions, residential treatment centers, and preventive programs.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 150 GROUP DYNAMICS AND COMMUNICATION (PSY 150)

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and on the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 230 EMOTIONAL DISTURBANCE IN CHILDREN AND YOUTH

An overview of emotional and psychiatric disorders in childhood and adolescence, ranging from infant autism to adolescent suicide, from debilitating psychiatric problems to transient situational disorders as related to the family, school, and community. Various modes of treatment are covered.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 231 CHILD ABUSE AND NEGLECT

A survey course to define medical, legal, and social terms of child abuse and neglect and to explore its effects on the child, family, and community. This course also includes discussion of crisis intervention techniques and existing community programs.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 300 FIELD EXPERIENCE FOR CHILD CARE WORKERS

A field experience which offers students the opportunity to pursue an agency-based project chosen in consultation with the instructor. The experience may be pursued either at a child care agency at which students are currently employed or through another appropriate placement arranged by students. Students are required to complete a written project. Class sessions are primarily devoted to peer group interaction. Field hours to be approved by instructor.

Hours to be arranged, 3 credits. 1983-84

CH/HA 401 PROBLEM SOLVING FOR PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 402 CRITICAL THINKING FOR PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 403 COMMUNITY HEALTH AND THE LIBERAL ARTS

This course, designed for Community Health majors, focuses on the application of the liberal arts to issues in community health. Drawing on the knowledge and methodologies of the social sciences and the arts and humanities, this course explores themes prevalent in the study of community health. (Suggested antecedent course: CH 415.)

3 hours a week, 1 semester, 3 credits. 1983-84

CH 407 HUMAN SEXUALITY IN HEALTH AND DISEASE

An in-depth examination of sexual development and behavior, concentrating on psychological, social and biological aspects of human sexuality. The emphasis on sexual health, on education, and on sexuality and the disabled, is directed toward helping students feel comfortable with themselves and the topic.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 408 EPIDEMIOLOGY

An introduction to the science of epidemiology dealing with the incidence, distribution, and control of disease in the population. Concentration is directed toward health promotion and disease prevention at institutional and community levels. The role of the public health and other agencies is also discussed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 409 PSYCHOLOGICAL FACTORS IN HEALTH AND DISEASE

An investigation of the psychological factors that influence an individual's adjustment along the health continuum. Problems of conflict, tension, and anxiety from friends and the work environment are dealt with in the discussion of acute, chronic, and psychosomatic health problems.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 410 SOCIOLOGY OF HEALTH

This course places emphasis on ethnic and cultural behavior and on responses to health and illness. Variables influencing expectations and understanding of health care services are also explored.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 411 ALCOHOLISM

The problem of alcoholism is examined both as a disease and as a social concern. Implications for family and community are discussed. Treatment and community resources are explored.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 412 ADDICTIONS AND DEPENDENCIES

This course explores various substances (except alcohol) abused in our society. Students will learn methods of prevention, treatment, and rehabilitation. The impact of addictions and dependencies upon family and community will be identified.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 413 NUTRITION IN COMMUNITY HEALTH

This course introduces students to advanced nutrition theories, nutrient analysis, counseling techniques, research, and consumer education. International nutrition problems are considered from ethnic and cultural perspectives.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 414 SEXUALLY TRANSMITTED DISEASES

This course examines sexually transmitted diseases from medical, psychological, and sociological points of view. Specific attention is directed towards available community resources, as well as prevention and education.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 415 COMMUNITY HEALTH

This introductory course explores the interrelationship between the population and community health agencies in an effort to prevent disease and promote health. The history of community health services is examined, including its social, economic, and political implications.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 416 CONSUMER HEALTH

This course investigates consumerism as it relates to health. Health care services, environmental agents, industrial safety, food, drugs, appliances, and other consumer concerns are discussed. The legislative process and consumer laws are stressed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 418 FAMILY COUNSELING

An exploration of the professional's role with families under stress. Information about community resources concerned with family life are provided. Family dynamics and counseling strategies are stressed as well as techniques for maintaining optimal family health.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 420 HEALTH EDUCATION

This course is designed to acquaint students with health education programs in the community, hospitals, and industry. The focus is on various educational and administrative techniques, materials, media, and methods of communication. These are geared to specific target populations to prevent illness, improve health care, and increase health awareness.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing prevention of illness as well as education toward optimal health. The school structure is reviewed as well as the position of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 423 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (I)

The focus of this course is on the establishment and management of a complete in-service training unit in a health agency. The course covers the planning, designing, and implementation of such a program. The definition, scope, and responsibility of the in-service department is explored in depth. This course is designed for professionals who have teaching responsibilities.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 424 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (II)

The focus of this section is on the preparation of lesson plans, selection of staff, selection of teaching aids, and the preparation of a program in staff development for a group of professionals. Teaching methodologies, history of in-service education, staff development, and continuing education are discussed.

Prerequisite: CH/HA 423.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 429 MENTAL HEALTH AND CRISIS INTERVENTION

This course examines important issues of mental health and prevention of mental illness. The student will acquire crisis intervention skills to deal with stress, disease, violence, disasters and emergencies. Crisis models will be explored.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 430 ISSUES IN THE HEALTH CARE DELIVERY SYSTEM

This course centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals, as well as the failure of this system to improve the health status of a large part of the population.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health are covered, including philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent course: HA 481 or CH 415.)

3 hours a week, 1 semester, 3 credits. 1983-84

CH 434 FAMILY HEALTH

Health aspects of families are explored, including the human life cycle and relevant social, physical, and psychological factors. The ramifications of alternative lifestyles on family health are also included.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 440 PRINCIPLES OF COUNSELING

An exploration of the theoretical framework of counseling and personality theory. It is structured to expose the professional to counseling theory and practice through discussion of the various theories of personality and their proponents.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 441 COUNSELING TECHNIQUES

This course provides an opportunity to learn and practice the methods and techniques of counseling. Special emphasis is placed on the dynamics of interviewing and the various adaptations patients or clients make to illness and disability. The counseling model emphasized is one which the professional can draw upon and apply to a client/employee centered problem-solving relationship.

Prerequisite: CH 440.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 442 COUNSELING PRACTICUM

A supervised practicum in health counseling. The course is made available to students on an individual basis. Those wishing to take the course must make the request to their academic advisor.

Prerequisites: CH 440 and CH 441.

Hours to be arranged. 1983-84

CH 449 DEATH AND DYING

A discussion of attitudes toward death and dying in relation to ethnic, cultural, religious, and professional influences. The dying process, grief, family counseling, ethical, and legal issues are addressed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 451 GERONTOLOGY

This course provides an overview of the study of aging, emphasizing social and biological topics. The course will address demography, biological theories, major health problems and prevention, as well as the older person's role in the family and community.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 453 THE PSYCHOLOGY OF AGING

Psychological theories of aging are used as a basis for considering the major role changes and adjustments confronting older adults. Emphasis is given to the topics of retirement, family relationships, sexuality, and loss. Specific counseling approaches to coping with these special needs of aging are demonstrated.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 456 PROGRAMS AND RESOURCES IN AGING

This course examines government and private programs and resources in aging, at national, state, and local levels. Special emphasis is given to income maintenance, housing options, crime prevention, nutrition, and adult day care. Besides addressing political and fiscal realities, this course will explore future trends.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 459 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their Chairman. (Suggested antecedent course: CH 451, CH 453, or CH/HA 456.)

Hours to be arranged. 1983-84

CH 461 ISSUES IN HUMAN GENETICS

This introductory course deals with the genetic transmission of physical and chemical characteristics from parents to offspring. Influences related to environmental agents on genes and genetic expression are also identified. Emphasis will be placed upon genetic counseling as the process of providing families with information about hereditary and congenital disorders.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 466 PRACTICUM IN THE HEALTH FIELD

A supervised field experience in the health area, this course is made available to students on an individual basis, with the approval of the Department Chairman.

Hours to be arranged. 1983-84

CH 469 SEMINAR IN COMMUNITY HEALTH: See CH 490, RESEARCH SEMINAR IN HEALTH

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner and institutional liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning Commission, the New York State Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits. 1983-84

CH 490 RESEARCH SEMINAR IN HEALTH

A capstone research course for students pursuing the Community Health major, it is designed to permit an in-depth investigation into an individualized area of interest. Students are expected to employ research methodologies in the preparation of a paper of high quality.

Prerequisite: CH 415.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between in-patient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations are examined.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 500 INTERNATIONAL HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed and developing countries are explored and compared. The World Health Organization is included. Where feasible, actual site visitations are made.

3 hours a week, 1 semester, 3 credits. 1983-84

Bachelor of Science in Health Administration

Victor Brown, M.S., Coordinator

<i>Major Requirements</i>		<i>Credits</i>
CH/HA 430	Issues in the Health Care Delivery System	3
HA 481	Introduction to Health Care Administration	3
HA 490	Research Seminar in Health	3
Major Electives	(21 credits from Health Administration offerings; 9 of these may be taken in Community Health, related health areas, or from the following courses: Bus 110, 122, 130, 200, 288, and Math 150.)	21
<i>Required Core Courses</i>		<i>Credits</i>
CH/HA 401	Problem Solving for Professionals	3
CH/HA 402	Critical Thinking for Professionals	3
HA 404	Health Administration and the Liberal Arts	3
ENG 103	Writing for Effective Communication	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

The following courses will be offered during the 1983-84 academic year in the Fall, Spring and/or Summer semesters on both the Brooklyn and the Suffolk Campuses. Consult the semestral schedule of courses for more specific information.

CH/HA 401 PROBLEM SOLVING FOR PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 402 CRITICAL THINKING FOR PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 404 HEALTH ADMINISTRATION AND THE LIBERAL ARTS

This course, designed for Health Administration majors, focuses on the relationship between the liberal arts and the issues related to health administration. Drawing on the knowledge and methodologies of the social sciences and the arts and humanities, this course explores themes prevalent in the study of health administration. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 408 EPIDEMIOLOGY

An introduction to the science of epidemiology dealing with the incidence, distribution, and control of disease in the population. Concentration is directed toward health promotion and disease prevention at institutional and community levels. The role of public health and other agencies is also discussed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 416 CONSUMER HEALTH

This class investigates consumerism as it relates to health. Health care services, environmental agents, industrial safety, food, drugs, appliances, and other consumer concerns are discussed. The legislative process and consumer laws are stressed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing prevention of illness and education toward optimal health. The school structure is reviewed as well as the position of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 423 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (I)

The focus of this course is on the establishment and management of a complete in-service training unit in a health agency. The course covers the planning, designing, and implementation of such a program. The definition, scope, and responsibility of the in-service department is explored in depth. This course is designed for professionals who have teaching responsibilities.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 424 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (III)

The focus of this course is on the preparation of lesson plans, selection of staff, selection of teaching aids, and the preparation of a program in staff development for a group of professionals. Teaching methodologies, history of in-service education, staff development, and continuing education are discussed.

Prerequisite: CH/HA 423.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 430 ISSUES IN THE HEALTH CARE DELIVERY SYSTEM

This course centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals, as well as the failure of this system to improve the health status of a large part of the population.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health are covered, including philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent courses: HA 481 or CH 415.)

3 hours a week, 1 semester, 3 credits. 1983-84

HA 436 PROGRAM EVALUATION IN HEALTH CARE

The evaluative process is discussed with a focus on the relationship of this process to administrative control and decision-making. Various evaluation methodologies are reviewed, including audits, Utilization Review (U.R.), and Professional Standards Review Organizations (PSRO).

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 456 PROGRAMS AND RESOURCES IN AGING

This course examines government and private programs and resources in aging, at national, state, and local levels. Special emphasis is given to income maintenance, housing options, crime prevention, nutrition, and adult day care. Besides addressing political and fiscal realities, this course will explore future trends.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 459 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their Chairman. (Suggested antecedent course: CH 451, CH 453, or CH/HA 456.)

Hours to be arranged. 1983-84

CH/HA 466 PRACTICUM IN THE HEALTH FIELD

A supervised field experience in the health area, this course is made available to students on an individual basis, with the approval of the Department Chairman.

Hours to be arranged. 1983-84

HA 481 INTRODUCTION TO HEALTH CARE ADMINISTRATION

An overview course dealing with health care management. Included in the course are such topics as effective management, supervision, organizational structures, decision-making, personnel and staffing, performance appraisal, finance, budgets, fiscal operations, facilities maintenance, and services distribution and control. State codes and accreditation standards are reviewed.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 483 PERSONNEL ADMINISTRATION, HEALTH CARE FIELD

An introduction to personnel administration for health professionals. This course deals with such topics as the relationship of the individual to the organization, recruitment of personnel, interviewing and selection of personnel, human resources and motivation theory, morale, staff development and training, and the management of employee records. The development of personnel policies and procedures is also covered.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner and institutional liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 485 COLLECTIVE BARGAINING AND LABOR RELATIONS, HEALTH CARE FIELD

An overview of collective bargaining and labor relations in the health care setting. Specific topics include the history of organization in the health care field, the objectives of collective bargaining, the usage of collective bargaining, management responsibility, the grievance process, alternatives to employee strikes, and issues in personnel relations and collective bargaining.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 486 LONG TERM HEALTH CARE ADMINISTRATION

This course deals with the application of administrative theory to long term care facilities. Facilities are classified, and services of each are defined. Planning, construction, financial management, codes and regulations, Medicaid/Medicare, and an in-depth examination of personnel and health care services are covered. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1983-84

HA 487 PRODUCTIVITY IN HEALTH CARE

This course examines different management strategies and techniques that can feasibly result in increased productivity in the delivery of health care services. Topics include the benefits and development of multihospital systems, management information systems, performance-based pay and incentive systems, productivity elements in collective bargaining, work analysis and job redesign, time-space studies, and participative management techniques.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning Commission, the New York State Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 490 RESEARCH SEMINAR IN HEALTH

A capstone research course for students pursuing the Health Administration major, it is designed to permit students to do an in-depth investigation into an area of their interest. Students employ research methodologies in the preparation of a paper of high quality.

Prerequisite: HA 481.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between inpatient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations are examined.

3 hours a week, 1 semester, 3 credits. 1983-84

HA 497 FINANCING HEALTH CARE INSTITUTIONS

A course on the processes and methods of financial management of health institutions. The course covers financial planning, development, accounting, monitoring, and controls in health agencies. Reimbursement measures and rate settings are covered.

3 hours a week, 1 semester, 3 credits. 1983-84

CH/HA 500 INTERNATIONAL HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed and developing countries are explored and compared. The World Health Organization is included. Where feasible, site visitations are made.

3 hours a week, 1 semester, 3 credits. 1983-84

ADDITIONAL DIVISION PROGRAMS

Bachelor of Science in General Studies

The Bachelor of Science in General Studies offers adults with non-traditional academic backgrounds, as well as those who have had previous college coursework, an opportunity to attain a bachelor's degree through a flexible course of study.

Personalized advisement is the key to this approach. With the assistance and guidance of a trained advisor, students design a program around their strengths, experiences, and aspirations, drawing from the various courses of the College. Of the 128 credits required for the degree, at least 60 must be in the liberal arts.

Certificate in Management

This 27 credit certificate has been designed to educate adults for the management of organizations in the business, non-profit, or public sector; the latter includes the operations of the Federal, state, and local government.

Courses taken for the Management Certificate may be applied toward the Bachelor of Science in General Studies.

A Business Administration major is available through the College of Arts and Sciences. Consult an admissions counselor.

<i>Required Courses for Certificate</i>		<i>18 Credits</i>
BUS100	Process of Management	3
BUS110	Principles of Accounting	3
BUS130	Organizational Behavior	3
BUS230	Human Resources Management	3
ENG103	Writing for Effective Communication (or equivalent)	3
MAT150	Introduction to Computers	3

<i>Elective Courses for Certificate</i>	<i>9 credits</i>
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Nine credits to be taken from Business Administration courses or from the following: GS 401, GS 402, Math 154, Math 200, Math 201, and Phil 268.

Total required for Certificate 27 credits

BUS 100 PROCESS OF MANAGEMENT
(formerly Principles of Business Administration)

An introduction to the business decision-making process through the study of the theory and practice of management. The concepts of the management functions: planning, organizing, producing, marketing, financing, among others, are reviewed through readings and case studies. Particular attention is paid to the management of nonprofit organizations.

3 hours a week, 1 semester, 3 credits. Fall 1983, Spring 1984, Brooklyn and Suffolk

BUS 110 PRINCIPLES OF ACCOUNTING

A study of accounting principles to enable the student to understand the preparation of financial statements. The course covers a study of the accounting cycle, the recordings process, accounting systems and controls, and partnership accounting.

3 hours a week, 1 semester, 3 credits. Fall 1983, Spring 1984, Brooklyn and Suffolk

BUS 120 MACROECONOMICS
(ECO 120)

A description of economic life and problems; the market, pricing of goods and services, business cycle; corporate organization; the banking system; foreign trade; agriculture, labor organization; government expenditures and receipts.

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn and Suffolk

BUS 122 STATISTICS
(ECO 122)

Collection and tabulation of statistical data. Sampling; probability; binomial distribution and the use of the normal curve.

3 hours a week, 1 semester, 3 credits. Fall 1983, Spring 1984, Summer 1984, Brooklyn; Fall 1983, Suffolk

BUS 125 PRINCIPLES OF FINANCE

A survey of the role of finance in business management. Major areas of study include an examination of financial markets, financial organization of business entities, analysis of budgets, credit, equity, and debit financing, cash flow requirements, break-even analysis, the uses of corporate securities in capitalization and asset management.

Prerequisites: BUS 100, BUS 110

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn and Suffolk

BUS 127 COMPARATIVE ECONOMIC SYSTEMS (ECO 127)

A study of various methods used to solve economic problems. Survey covers various economic systems from the enterprise system as implemented in the United States to the communist variants in the Soviet Union and Communist China.

3 hours a week, 1 semester, 3 credits. Summer 1984, Brooklyn; Spring 1984, Suffolk

BUS 130 ORGANIZATIONAL BEHAVIOR

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through the analysis and discussion of a series of case studies.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall 1983 and Summer 1984, Brooklyn; Fall 1983, Suffolk

BUS 150 BUSINESS LAW I (formerly Legal Environment of Business)

Introduction to legal environment of business. General survey of the legal system court and procedures. Study of the law of contracts, agency, partnership and corporations. The course uses the case and text method.

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn and Suffolk

BUS 151 BUSINESS LAW II

A continuation of Business Law I. Personal property, bailments, sales, commercial paper, creditors' rights, real property, secured transactions and regulations of business.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn and Suffolk

BUS 200 MARKETING

An examination of the central role of the marketing function in business and the non-profit sectors is undertaken through analysis of cases and a required text.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn and Suffolk

BUS 202 RETAILING

Analysis and study of marketing goods and services at retail, investigation of types of retail facilities, impact of chain and discount stores, retailing in shopping centers, speciality stores, non-store retailing, effect of communication arts on retailing.

Prerequisite: BUS 200

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 204 MARKETING PROMOTION AND ADVERTISING

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for a product or service.

Prerequisite: BUS 200

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn and Suffolk

BUS 206 MARKETING RESEARCH

A study of the various research methodologies used in solving marketing research problems. Includes Research Design and Data Collection Methods (surveys, questionnaire design, sampling) to enable the student to make the best possible decision in exploring solutions to marketing problems and opportunities. A complete Marketing Research report is required.

Prerequisites: BUS 122, BUS 200

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Fall 1983, Suffolk

BUS 208 PUBLIC RELATIONS

The study of Public Relations and its role as a communications and marketing tool. Corporate image, external and internal communications, firms' relationships with various publics explored. Case study analysis and practice in writing press releases and other corporate communications expected.

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; Fall 1983, Suffolk

BUS 211 FINANCIAL ACCOUNTING

A study of accounting principles as they apply to corporations, branch operations and not-for-profit entities. The course also covers fund statements and cash flow, budgeting, and analysis of financial statements.

Prerequisite: BUS 110

3 hours a week, 1 semester, 3 credits. Fall 1984, Brooklyn; Fall 1983 and Spring 1984, Suffolk

BUS 212 INTERMEDIATE ACCOUNTING I

The underlying concepts and principles of financial accounting; interpretation and application of the pronouncements of accounting bodies such as FASB, AICPA, SEC, and CASB.

Prerequisite: BUS 211

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; Fall 1983, Suffolk

BUS 213 INTERMEDIATE ACCOUNTING II

A continuation of Intermediate Accounting I, emphasizing a critical study of current accounting theory and analysis of financial statements, long term liabilities, paid-in capital, retained earnings, and reserves.

Prerequisite: BUS 212

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 215 PRINCIPLES OF FEDERAL TAXATION

A study of Federal Revenue system, tax statutes, and the preparation of individual tax returns. The Internal Revenue Code and regulations along with court decisions are studied with particular attention as to how tax planning for individuals is affected. The case problem method is used, with the objective that the student be trained to cope with the tax problems encountered by an individual.

Prerequisites: BUS 110, BUS 211

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 216 ADVANCED FEDERAL AND STATE INCOME TAXES

A study of federal tax statutes and the preparation of partnership, corporation, estate, gift, and trust returns. A study of securities transactions, pension and profit sharing plans, stock options and foreign income taxation. The case problem method is used, with the object that the student be trained to cope with the tax problems of business.

Prerequisite: BUS 215

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; Fall 1983, Suffolk

BUS 217 PRINCIPLES OF AUDITING

An introduction to generally accepted auditing standards adopted by AICPA and releases by the Securities and Exchange Commission in conjunction with an expression of an opinion by independent public accountants. Attention to the ethics of the profession of public accounting and the study of internal control.

Prerequisite: BUS 213

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; not offered 1983-84, Suffolk

BUS 221 LABOR ECONOMICS
(ECO 221)

Analysis of the role of labor in the American economy and of factors which contributed to the changing pattern of industrial relations. Great emphasis on present-day collective bargaining. Discussions include references to current labor issues.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Summer 1984, Brooklyn; Fall 1983, Suffolk

BUS 223 MONEY AND BANKING
(ECO 223)

The role of money and credit in our economic system. Commercial banks and Federal Reserve System. International money relations.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn; Spring 1984, Suffolk

BUS 225 FINANCIAL MANAGEMENT FOR NON-PROFIT
ORGANIZATIONS

An examination and review of the sources and application of funds and resources of non-profit organizations including governmental units. An analysis of revenue sources, fund raising activities, management controls and cost accounting is undertaken through the study of applicable cases and an assigned text.

Prerequisite: BUS 211

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 226 MICROECONOMICS
(ECO 226)

Marginal analysis of demand and supply, of the individual firm, of perfect and imperfect competition.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn and Suffolk

BUS 228 HISTORY OF ECONOMIC THOUGHT
(ECO 228)

An analysis of major changes in economic thinking; mercantilism, physiocracy, classical school with its Marxist opposition, historical and marginalistic schools, Marshall, institutionalists, Keynes, and present-day trends.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 230 HUMAN RESOURCES MANAGEMENT

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn; Spring 1984, Suffolk

BUS 235 HUMAN RESOURCES MANAGEMENT FOR NON-PROFIT ORGANIZATIONS

A study of the issues confronting the management of human resources in non-profit organizations. The impact of the presence of collective bargaining is examined as well as the problems and the opportunities involved in the management of professional workers.

Prerequisite: BUS 230

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn or Suffolk

BUS 240 ADVANCED ACCOUNTING

A study of advanced accounting problems in areas such as consolidations, corporate merger and acquisitions, international accounting and foreign operations, liquidation of partnerships and fiduciary accounting.

Prerequisite: BUS 213

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; not offered 1983-84, Suffolk

BUS 241 COST ACCOUNTING (formerly Managerial Accounting)

To familiarize the student with production and process cost accounting systems. Includes studies in job cost, process cost, and standard cost systems. Cost behavior and cost-volume-profit analysis is studied along with budgeting and cost finding tools and techniques. The course requires the preparation of a practice set in addition to the assigned problems.

Prerequisite: BUS 110, 211

3 hours a week, 1 semester, 3 credits. Fall 1983, Brooklyn and Suffolk

BUS 245 MANAGERIAL ACCOUNTING FOR GOVERNMENT AND NON-PROFIT ORGANIZATIONS

The study of the financial reports of government and non-profit institutions. Particular attention to the accounting standards and practices underlying the preparation and presentation of financial statements for non-profit organizations.

Prerequisite: BUS 213

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn or Suffolk

BUS 260 LEGAL ENVIRONMENT OF NON-PROFIT ORGANIZATIONS

A study of the principles of law affecting non-profit organizations, including federal and state government and their subdivisions such as local municipalities and administration agencies and authorizations as well as human service and community organizations. Special attention is given to such subjects as the legal organization of the non-profit entity, the corporate charter, by-laws rules of governance, boards of trustees or directors, liability under law of the organization and its managers. A review of special tax status and requirements for tax exemption for such organizations is undertaken.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk

BUS 275 INTERNATIONAL BUSINESS

A study of the opportunities and conditions including particular problems that are part of doing business in foreign countries. Particular attention is given to environmental factors, concepts and practices of world business institutions, multi-national corporations, international financing implications of foreign exchange, risks and advantages in dealing with foreign currencies, marketing strategies in dealing with particular cultures, and economic and social issues that affect business decision-making in foreign countries.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn or Suffolk

BUS 288 BUSINESS SYSTEMS AND DESIGN

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; Fall 1983 and Spring 1984, Suffolk

BUS 318 ACCOUNTING THEORY AND CURRENT ACCOUNTING DEVELOPMENTS

Analysis of current accounting theory and literature. Particular attention to recent accounting publications as applied to various industries.

Prerequisite: BUS 213

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn or Suffolk

BUS 319 ACCOUNTING PROBLEMS

Capstone course in accounting which includes a study of recent CPA examination problems. Emphasis on problems in consolidations, partnerships, corporate mergers and fiduciary and not-for-profit accounting, job and process cost problems, and managerial controls and budgeting.

Prerequisite: BUS 318

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn or Suffolk

BUS 376 PRODUCTION MANAGEMENT

A study of the nature of manufacturing and production activity, coordination of sales and manufacturing programs. Analysis of the most economical means of processing and the importance of automation.

Prerequisite: BUS 100, 200

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Fall 1983, Suffolk

Additional Course Offerings

In addition to the courses listed below, the College of Arts and Sciences offers an array of liberal arts and other courses. For these, consult the catalogue of the College of Arts and Sciences.

ENG 100 WRITING SKILLS WORKSHOP

This workshop provides individualized instruction in basic English skills. For students taking ENG 102 who are required to take this workshop, the grade earned in the workshop will constitute 10% of the final grade in ENG 102.

1 hour a week, 10 sessions, 0 credits. 1983-84

ENG 102 BASIC WRITING SKILLS

Geared to the needs of the professional, this course is an introduction to the basic principles of effective writing. Special attention is given to spelling, punctuation, tenses, cases, agreement, subordination, categorization, and modification. Idiomatic expression, vocabulary development, dictionary skills, sentence structure, and paragraph construction are stressed. Competence in all these areas is required.

3 hours a week, 1 semester, 3 credits. 1983-84

ENG 103 WRITING FOR EFFECTIVE COMMUNICATION

Analysis and application of the principles of effective writing. Skill development in the performance of various writing tasks with attention to business communication. Research techniques also implemented.

3 hours a week, 1 semester, 3 credits. 1983-84

GS 110 LIFE EXPERIENCE AND CAREER DEVELOPMENT SEMINAR

A course designed to facilitate the assessment of life experience for the purpose of composing and constructing an experiential portfolio. The assessment process consists of individualized exercises designed to help the student identify acquired skills and competencies and culminates in relating these to course work as well as to career goals. Emphasis is placed on career planning, exploration, and development. This course is required of all students seeking life experience credit.

3 hours a week, 1 semester, 3 credits. 1983-84

GS 901 HEALTH CARE SKILLS AND TECHNOLOGY

The Life Experience Committee recognizes that health professionals have special nursing care skills and/or other health-related skills. Areas of practice include hospitals, extended care facilities, clinics, laboratories, and other related health and mental health facilities. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held over an appropriate period.

GS 902 SUPERVISION SKILLS

The Life Experience Committee recognizes that administrators demonstrate their ability to apply theoretical procedures to life situations involving responsibility for the performance of others. These responsibilities include the assignment and monitoring of tasks performed by staff, the appraisal and evaluation of staff performance, and the responsibility for the resolution of performance problems as well as for staff development and morale. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held during an appropriate period.

GS 903 CAREER SKILLS AND TECHNOLOGY

The Life Experience Committee recognizes that career oriented persons have developed skills deserving of academic recognition. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held during an appropriate period.

MAT 113 ELEMENTARY FUNCTIONS

Sets and relations; algebra of functions; polynomial, rational, exponential, circular functions and their graphs; roots and graphs of equations; asymptotes and limits; area functions.

Prerequisite: 11th year mathematics or equivalent.

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn and Suffolk

MAT 150 INTRODUCTION TO COMPUTERS

This course offers a basic introduction to computer hardware and software. Elementary programming techniques will be taught using BASIC.

There are no prerequisites.

3 hours a week, 1 semester, 3 credits. Fall 1983 and Spring 1984, Brooklyn; Fall 1983, Suffolk

MAT 154 APPLICATIONS OF THE COMPUTER

This course is intended for natural and social science majors as well as business majors. The course will cover applications of the computer such as analysis of statistical data, forecasting, modeling, and simulations. The use of software packages such as SPSS and the like will be taught.

Prerequisite: MAT 150 or with permission of the departmental representative.

3 hours a week, 1 semester, 3 credits. Not offered 1983-84 Brooklyn; Fall 1983 and Spring 1984, Suffolk

MAT 200 MATHEMATICS FOR BUSINESS AND ECONOMICS

This course includes the study of vectors and matrices, linear programming and Markov processes. Basic business applications of precalculus mathematics will be considered.

Prerequisite: MAT 113 or equivalent.

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Fall 1983, Suffolk

MAT 201 APPLIED CALCULUS FOR BUSINESS AND ECONOMICS

This course will include differentiation through the second derivative with applications, definite and indefinite integrals with business applications.

Prerequisite: MAT 200.

3 hours a week, 1 semester, 3 credits. Not offered 1983-84, Brooklyn; Spring 1984, Suffolk.

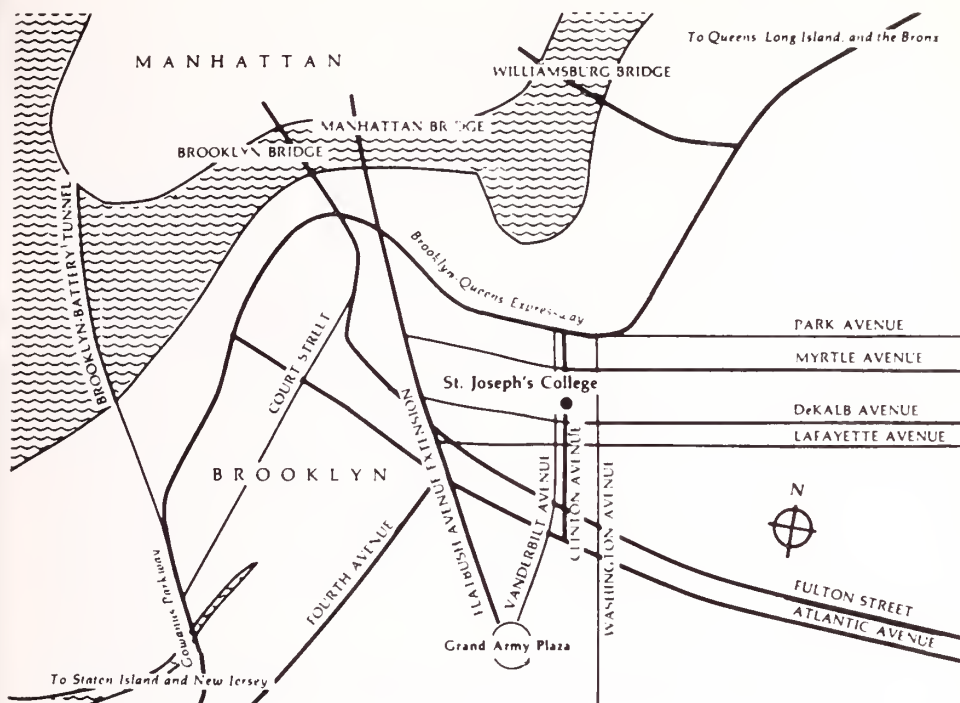
PHI 268 ETHICS AND BUSINESS

This course will examine the relation between ethical theory and business decisions, practices, and policies. The meaning of ethics will be discussed, and differences between morally right and other criteria of right action will be explored. Theory analysis and case studies will enable the student to make informed and intelligent value judgments concerning such issues as truth in advertising, affirmative action, profit motive, pollution, rights and responsibilities of workers.

Prerequisite: any one of the following: GS 402, PHI 123, 124, 125, 150, 154.

3 hours a week, 1 semester, 3 credits. Spring 1984, Brooklyn; Fall 1983, Suffolk

Area Map of Clinton Hill and Downtown Brooklyn



LOCATION: St. Joseph's College is located in the Clinton Hill section of Brooklyn.

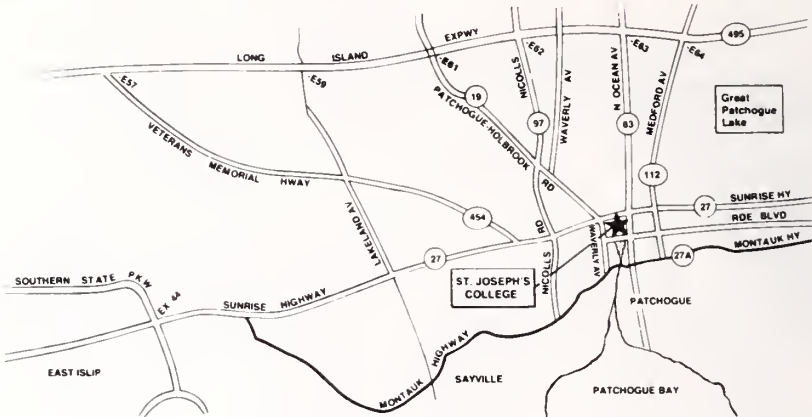
BUS: DeKalb Avenue Bus (No. 38) to Clinton Avenue
 Vanderbilt Avenue Bus (No. 69) to DeKalb Avenue
 Crosstown Bus (No. 61) to Vanderbilt Avenue
 Myrtle Avenue Bus (No. 54) to Clinton Avenue.

TRAIN: Brooklyn-Queens Local "GG" to Clinton-Washington Station

CAR: Atlantic Avenue
 Clinton Avenue
 Myrtle Avenue
 Park Avenue
 Vanderbilt Avenue
 Washington Avenue
 Brooklyn-Queens Expressway: Kent (from Queens) or
 Flushing Avenue (from downtown Brooklyn) Exits.

Area Map of Patchogue Vicinity

Area Map of Patchogue Vicinity



TRAIN: Long Island Rail Road to Patchogue Station. Waverly Avenue Bus to Waverly Avenue and Roe Boulevard corner. Walk east to 155 Roe Boulevard, front entrance.

CAR: Travel **East** on the Long Island Expressway to Exit 61 onto Patchogue-Holbrook Road, **South** to Sunrise Highway (Rte. 27). Turn Left on Rte. 27, 1000 feet to College entrance on right.

or

Travel **East** on Southern State Parkway to Exit 44, Sunrise Highway East (Rte. 27). Continue on Sunrise Highway to 1000 feet beyond Waverly Avenue.

or

Travel **South** on Veterans Highway or Nicholls Road to Sunrise Highway. Travel **East** on Sunrise (Rte. 27) to 1000 feet beyond Waverly Avenue.

or

Travel **West** on Sunrise Highway (Rte. 27) past Ocean Avenue and continue to 1000 feet **before** Waverly Avenue (next light). Turn left onto College property.

PLANE: To nearby MacArthur Airport.

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Barbara Ann Santonastasi, R.N., Bursar, Suffolk Campus
S. Elizabeth A. O'Brien, M.S., Assistant to the Treasurer

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Sherrie Van Arnam, B.A., Director of Student Activities, Brooklyn Campus
Margaret Brennan, B.A., Co-Director of Student Activities, Suffolk Campus
Rosary Garrity, B.A., Co-Director of Student Activities, Suffolk Campus

Counseling and Testing

Gina Betro, M.S., Director, Brooklyn Campus
Anna Bess Robinson, M.S., Director, Suffolk Campus

Financial Aid

Carol Sullivan, B.S., Director of Financial Aid
Barbara Kossman, B.A., Financial Aid Counselor, Brooklyn Campus
Joan Farley, Financial Aid Counselor, Suffolk Campus

Consulting Services

S. Margaret Louise Shea, Ph.D., Consultant Psychologist
S. Mary Robert White, Ph.D., Consultant Psychologist, Suffolk Campus

Campus Ministry

Brooklyn Campus

Rev. Richard W. Ferris, S.T.L.
Rev. Pastor Charles Lisse, M.Div.; St. Luke's Lutheran Church, St. Paul's
Lutheran Church
Rabbi Roy Rosenberg, D.H.L.; Cong. Daat Elohim

Suffolk Campus

Margaret Brennan, B.A., Coordinator
Rev. John Barrett, B.A., M.Div.
Protestant and Jewish clergy from the Patchogue area offer their services to
students.

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Mary Elizabeth McLaughlin Farrell, B.A., Director of Alumni Relations

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- Margarete W. Hopkins, B.S., M.A., Ph.D.
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- Esther Raffalli, B.A., Diplomee
Professor Emeritus of Spanish
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Professor Emeritus of Child Study
- Mary A. Shea, B.A., M.A.
Professor Emeritus of Speech

FACULTY

- Juana Alland, Preceptor in Community Health
B.A., M.A., Queens College; R.N.
- Herbert Altman, Lecturer in General Studies
B.S., M.A., University of California; Ph.D., University of California,
Berkeley
- Lucille Ameduri, Registrar, Division of General Studies; Lecturer in General
Studies
B.A., St. Joseph's College; M.S., Fordham University
- S. Jean Marie Amore, Professor of Child Study
B.S., Brentwood College; M.A., Ed.D., Columbia University
- George Andreozzi, Preceptor in Community Health
B.A., St. Bonaventure University; M.S., Hofstra University
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INSTRUCTIONAL PROGRAMS

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department for St. Joseph's College, New York.

The following are administered through the Division of General Studies:

<i>Program Title</i>	<i>Hegis Code</i>	<i>Degree Awarded</i>	<i>Certificate/License Title</i>	<i>Type</i>
Health Administration	1210	B.S.		
Community Health	1299	B.S.		
General Studies	4901	B.S.		

The following are proper to the College of Arts and Sciences:

<i>Program Title</i>	<i>Hegis Code</i>	<i>Degree Awarded</i>	<i>Certificate/License Title</i>	<i>Type</i>
Biology	0401	BA		
Biology	0401	BS		
*Biology "7-12"	0401.01	BA/BS	Biology 7-12	Prov
Business Administration	0506	BS		
Elementary "N-6"	0802	BA	N-6	Prov
Teachers of Special Education	0808	BA	Special Educ	Prov
*French	1102	BA		
*French "7-12"	1102.01	BA	French 7-12	Prov
*Spanish	1105	BA		
*Spanish "7-12"	1105.01	BA	Spanish 7-12	Prov
Child Study	1305	BA		
English	1501	BA		
English "7-12"	1501.01	BA	English 7-12	Prov
*Speech	1506	BA		
*Speech "7-12"	1506.01	BA	Speech	Prov
*Mathematics	1701	BA		
*Mathematics	1701	BS		
*Mathematics "7-12"	1701.01	BA/BS	Math 7-12	Prov
*Chemistry	1905	BS		
*Chemistry	1905	BA		
*Chemistry "7-12"	1905.01	BA/BS	Chem. 7-12	Prov
Psychology	2001	BA		
**Recreation	2103	BS		
Social Sciences	2201	BA		
Social Studies "7-12"	2201.01	BA	Soc. Stu. 7-12	Prov
History	2205	BA		
Human Relations	2201	BA		
***Management	5004	CERT		

*Brooklyn Campus only

**Suffolk Campus only

***Available in both the College of Arts and Sciences and the Division of General Studies

FACULTY DATA

To meet the specialized professional needs of many of the students, the College has created a special category of faculty called preceptors. Most of the preceptors maintain their regular professional affiliations but in addition have quasi-full-time status at the College. Typically they teach between five and eight courses per twelve-month period. There are 20 preceptors in the Community Health department, 16 preceptors in the Health Administration department, and 4 preceptors in the General Studies program. There are also two full-time members of the Arts and Sciences faculty who teach in the Division of General Studies.

In addition to full-time faculty and preceptors, the following number of lecturers (part-time, adjunct faculty) teach in the Division of General Studies:

<i>Department</i>	
Community Health	13
Health Administration	9
Management	5
English	6
Mathematics	1
Philosophy	1

STUDENT RETENTION AND GRADUATION

Most of the students in the Division of General Studies (Brooklyn & Suffolk Campuses) are part-time students. Of the 211 students enrolled in the Fall of 1979, **55%** were still enrolled in September 1980, **38%** in September 1981 and **24%** in September 1982. Of the Fall 1979 group, **15%** graduated in Feb./June 1981, **15%** in Feb./June 1982 and an additional **10%** in Feb./June 1983, bringing the total percentage of students that graduated by June 1983 to **40%**. Of the original group enrolled in Fall 1979, **12%** are still enrolled, with the remainder withdrawn.

INDEX

Academic advisement, 22
Academic calendar, 6
Academic policies, 22
Academic standing, 23, 24
Accreditation, 5
Administration, 57
Admissions and finances, 7
Admission requirements, 7
Aims of the College, 3
Application, procedure for, 8
Attendance, 22
Board of Trustees, 57
Branch Campus, 4
Business Administration, 21
Certificate in Management, 43
Change of major, 22
Change of program, 22
CLEP (College Level Examination Program), 9
College of Arts and Sciences, 21
College Proficiency Examination, 9
Community Health, 21, 28
Cost, statement of, 12
Courses, Community Health, 28; Health Administration, 37; Management, 43;
Dean's List, 26
Distinguished Graduate Award, 26
English courses, 52
Examinations, 24
Faculty, 60
Faculty data, 66
Fees. See statement of costs, 12, 15
Financial Aid, 14
General Studies degree, 20, 43
Grades, 25
Graduation, 13
Health Administration, 21, 37
History of the College, 4
Honors, 26
Incomplete grades, 24
Instructional programs, 65
International students, 9
Life Experience program, 10
Limitation on transfer credit, 10
Loans, 17, 18
Location, Brooklyn Campus, Patchogue Campus, 5, 55, 56
Majors, 28, 37
Make-up exams, 24
Management Certificate, 43

Management courses, 43
Maps: Clinton Hill and downtown Brooklyn, 55; Patchogue, 56
Mathematics, 53
Membership, 5
Non-matriculated students, 8
Philosophy, 54
Refunds, 13, 15
Registers, 57
Reinstatement, 24
Retention, 66
Satisfactory progress, 23
Senior Honors, 26
Student's right to privacy/access to records, 26
Transfer credit, 9, 10
Trustees, Board of, 57
Tuition, 12, 15
Tuition Assistance Programs (TAP), 16
Withdrawing from courses, 13, 23
Withdrawal from the College, 13, 25
Writing courses, 52

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The document outlines the various methods used to collect and analyze data, ensuring that the information is reliable and valid. It also highlights the need for regular audits and reviews to identify any discrepancies or errors in the data.

The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the process, from the initial planning and design to the final execution and evaluation. The document provides a clear timeline and budget for the project, ensuring that all stakeholders are aware of the expected costs and benefits. It also discusses the potential risks and challenges that may arise during the implementation process and offers strategies to mitigate them.

The third part of the document discusses the long-term impact of the proposed changes. It analyzes the potential benefits to the organization, such as increased efficiency, improved customer satisfaction, and enhanced financial performance. It also considers the potential drawbacks and challenges that may arise in the long run and offers strategies to address them. The document concludes by emphasizing the importance of ongoing monitoring and evaluation to ensure that the changes are implemented successfully and that the organization continues to achieve its goals.